ACADEMY FOR THE ARTS, SCIENCE, AND TECHNOLOGY 900 79th Ave. North Myrtle Beach, SC 29572 9-12 Career Center GRADES 266 Students ENROLLMENT Dr. Virginia Simmons 843-839-1412 DIRECTOR BOARD CHAIR Will Garland 843-358-8002 SUPERINTENDENT Gerrita Postlewait 843-488-6700 THE STATE OF SOUTH CAROLINA 2004 ANNUAL SCHOOL REPORT CARD EXCELLENT ABSOLUTE RATING: **Absolute Ratings of Career Centers** Below Average Unsatisfactory Excellent Good Average 33 3 3 0 GOOD IMPROVEMENT RATING: ADEQUATE YEARLY PROGRESS: YES SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	N/A	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Excellent	Yes
2004	Excellent	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- •Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the state rating for career and technology centers must be Excellent, Good, Above Average, Average or Below Average.

		Mastering Core Competencies		Receiving Diplomas			Place in Field		
		Center	State	This	Center	State	This	Center	State
	n	%	Center Average%		%	Center Average%	n		Center Average%
All Students						~~~			3-7-
	189	92.6%	80.6%	84	98.8%	91.9%	159	98.7%	97.6%
Students with disabilities on di	ploma	track							
	5	100.0%	74.2%	3	I/S	86.3%	2	I/S	98.7%
Gender									
Male	81	90.1%	77.6%	31	96.8%	91.4%	86	97.7%	98.4%
Female	108	94.4%	84.3%	53	100.0%	92.4%	71	100.0%	96.5%
Racial/Ethnic Group									
White	157	93.0%	85.9%	70	98.6%	95.3%	138	98.6%	98.2%
African-American	23	91.3%	73.3%	9	100.0%	86.6%	18	100.0%	96.5%
Asian/Pacific Islander	3	I/S	88.9%	2	I/S	96.6%	N/AV	N/AV	N/AV
Hispanic	3	I/S	83.3%	2	I/S	87.2%	N/AV	N/AV	N/AV
American Indian/Alaskan	0	N/A	75.0%	0	N/A	100.0%	N/AV	N/AV	N/AV
Migrant Status									
Migrant									
Non-migrant									
English Proficiency									
Limited English Proficient	1	I/S	79.5%	1	I/S	81.0%	N/AV	N/AV	N/AV
Non-Limited English Proficient	188	92.6%	81.1%	83	98.8%	92.0%	N/AV	N/AV	N/AV
Socio-Economic Status									
Subsidized meals	53	86.8%	74.5%	22	100.0%	87.7%	12	100.0%	97.1%
Full-pay meals	136	94.9%	85.2%	62	98.4%	94.3%	145	98.6%	97.7%
n = number of students on which percentage	is calcula	ited							

DEFINITIONS OF PERFORMANCE RATING TERMS

- Mastering Core Competencies-The percentage of students enrolled in career and technology courses at the center who earn a 2.0 or above on the final course grade.
- Graduation Rate-The percentage of 12th grade career and technology students who graduate in the spring.
- Placement Rate-The percentage of career and technology completers available for placement over a 3-year period who are actually placed in postsecondary instruction, military services, or employment.

Abbreviations for Missing Data

Academy for the Arts, Science, and T	ecnnology		260
SCHOOL PROFILE			
	Our School	Change from Last Year	Median Career Center
Students (n= 266)			
With disabilities other than speech Career/technology students in co-curricular organizations	1.5% 0.0%	No change No change	1.7% 16.7%
Enrollment in career/technology center courses	266	No change	561
Students participating in worked-based experiences	100.0%	Up from 94.0%	35.5%
Teachers (n= 25)			
Teachers with advanced degrees Continuing contract teachers	44.0% 80.0%	Down from 50.0% Down from 81.8%	25.0% 79.2%
Highly qualified teachers** Teachers with emergency or provisional certificates	82.4% 12.0%	N/A	89.2% 8.0%
Teachers returning from previous year	86.3%	Up from 83.8%	89.8%
Teacher attendance rate	95.2%	Down from 96.2%	95.8%
Average teacher salary	\$44,155	Up 0.4%	\$42,385
Prof. development days/teacher	18.4 days	Up from 12.4 days	11.5 days
School			
Director's years at Center	1.5	Up from 0.5	5.0
Dollars spent per pupil*	\$8,690	Down 8.3%	\$3,331
Percent of expenditures for teacher salaries*	53.8%	Down from 60.5%	54.0%
Parents attending conferences	99.0%	No change	83.3%
SACS accreditation * Prior year audited financial data are reported.	Yes	No change	Yes

	Our District	State		
Highly qualified teachers in low poverty schools**	87.9%	92.0%		
Highly qualified teachers in high poverty schools**	92.8%	91.1%		

^{**}NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF DIRECTOR AND SCHOOL IMPROVEMENT COUNCIL

The 2003-04 school year was filled with success for the students, faculty, and staff of the Academy for the Arts, Science, and Technology. This year the Academy was chosen by The International Center for Leadership in Education as one of the 30 high schools in the nation to present at the Model Schools Conference in Washington, DC, to share our successful practices with schools from all over the United States. The Academy was also asked by the Southern Regional Education Board to present at their national conference because our school is one of the top 50 High Schools That Work (HSTW) sites in which a high percentage of students meet the HSTW reading goal. Our students, who come to us from the nine base high schools in the district, have earned a number of awards and recognitions in their individual major areas.

These honors and recognitions come as a result of the implementation of the philosophy of the Academy to provide students with personalized, integrated, technologically supported, mastery based programs of study. The development of personalized plans for all students has provided them direction and purpose. Flexible scheduling and before- and after-school tutoring have provided academic assistance and enrichment as needed. Support team meetings with parents, counselors, teachers, and students allow for achievement and improvement goals to be set and for progress to be reported periodically. Through mentorships, shadowing experiences, and internships, students are guided in making choices for career and college. This year for the third time we held a school-wide College Night, giving our students an opportunity to meet with representatives from 32 colleges, universities, and technical schools. We also hosted an 8th Grade Open House so that middle school students and parents could have an opportunity to see what the Academy could offer them when they become juniors and seniors and could plan their high school studies to prepare for their major interests. Also, all of our senior completers successfully met the requirements for their yearlong Senior Exhibition of Mastery projects.

Teachers, administrators, staff, parents, students, and community members seek to encourage students to develop habits that will lead to lifelong learning, active citizenship, and productive and fulfilling careers. With our continued emphasis on district, state, and national standards in all curricular areas, we are committed to maintaining high levels of achievement and performance by our students.

Miriam Evans, Principal, 2003-04 Chris Bridges, School Improvement Council Chairperson, 2003-04

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS					
	Teachers	Students*	Parents*		
Number of surveys returned	25	160	93		
Percent satisfied with learning environment	95.8%	90.6%	91.2%		
Percent satisfied with social and physical environment	96.0%	89.2%	86.8%		
Percent satisfied with home-school relations *Only eleventh grade students and their parents were included	100.0%	84.9%	67.8%		